

The R. Tait McKenzie Society

During the directorship of Dr. J.H. Ebbs, a significant step was taken to provide a source of enrichment for the most able students in the School. First called the Physical and Health Education Honour Society, a group was brought together in 1956 to explore topics relevant to the physical education profession. In the next year, it became the R.Tait McKenzie Society in memory and honour of that renowned leader in medicine, physical education and art.

The stated purpose of the select undergraduates and graduates is to promote scholarship and research in the field of Physical and Health Education, and to present papers for discussion in the field of Physical and Health Education as well as in related fields. This purpose has attracted a number of outstanding students who have, even in the few years since 1956, demonstrated an enthusiasm for the Society's purpose by planning and conducting a series of excellent meetings.

The Physical and Health Education Undergraduate Association

Up to 1963 the School of Physical and Health Education was affiliated with University College and many of the undergraduate activities were related to that institution. With independence in 1963, the undergraduates responded by assuming responsibility for their affairs. Perhaps one of the most dramatic achievements was, in their first year of independent operation, to win the T.A. Reed trophy which is awarded to the faculty or college earning the greatest number of points in athletic contests conducted by the Intramural Athletic organization.

The Physical and Health Education Alumni Association

Formed in 1949, the graduate association has undertaken a number of significant projects designed to assist and improve the School and its undergraduate activity. The organization meeting was held at O.C.E. on April 19, 1949, with Bob McAdam in the chair; later that year, on August 26, the proposed constitution and by-laws were read by Barry Lowes. The alumni group originally set out to cooperate in a limited way with the undergraduate programme and to provide a means for graduates to keep in touch. This developed gradually into the presentation of professional enrichment evenings for both graduates and undergraduates. The attempt to bring together both groups for mutual benefit led to the organization of a special athletic night in which some degree

of team work was achieved. While simultaneously serving as a source of funds for loans to students in need, and as a means of meeting for graduates and undergraduates of the School this event was also used to interpret physical education at least in a modest way to other University students.

More recently, the graduate group has shown an interest in the organization and curriculum of the School. This has grown out of the very substantial experience of graduates who now look to the School for graduate work and for some leadership in research and study which will make their professional activity more effective.

The following graduates have served as Presidents since the formation of the P.H.E.A.A. in 1949: Bob McAdam, David Saunders, Warren Clayson, Kirk Wipper, Eva McDonald, George Cass, Gary Banks, Jack Rogers, Norm West, Gerald Love, and, at present, Ray Kerr.

Careers of Graduates

The 545 women and 484 men graduates have chosen a great variety of vocations, demonstrating the observation first made by Dr. Ryerson that the important result of the course was its preparation for life. Approximately one third are serving as Secondary School teachers, one third as mothers and wives, and the third group as Directors of Physical Education in Colleges, Universities and the related field of Health Education. Some idea of the wide variety of occupations beyond those indicated above, can be gathered from the following list: Intermediate and Elementary School teachers, Physical Education Supervisors, University and College teachers, School Inspectors, Secondary School Supervisors, Employee Education workers, Recreation leaders, Social Service workers, Y.M.C.A., Y.W.C.A., and Y.M.H.A. secretaries, Ministers, Health Educators, Physicians, Lawyers, Camping leaders, and Magistrate and armed forces (Tri-Services) officers.

Community Service

It is difficult to estimate the impact which undergraduates, graduates and staff have had in the communities where they live and work. Certainly the nature of the profession has led to very substantial contributions by those who have been associated with the School, and so it should be. Like a stone thrown in a pond, the School's influence has reached out beyond the bounds of

the University campus through a great variety of causes related to the health, happiness and welfare of others.

Professional leadership has been given voluntarily to community projects and organizations; the following examples may suggest the scope of the contributions made: to Boards of Education, Social Service projects, Canadian Red Cross and Royal Life Saving Societies, Agencies, both public and private, including Y.M.-Y.W.C.A.'s, University Settlement, Youth movements including Boy Scouts and Girl Guides, C.G.I.T., C.Y.O., Camping Organizations, Handicapped projects including C.N.I.B., Mentally Retarded, Crippled Children, Studies and surveys of special problems, Schools and clinics for various skills, cooperation with Government Agencies including Department of Education Camps, and the Centenary Commission.

In addition, the school has written, through its leaders, a respectable record in the professional organizations and associations related to physical and health education at national, regional, provincial and local levels. These include, among others: Canadian Association for Health, Physical Education and Recreation, the College Physical Education Association, the Ontario Physical Education Association, the Ontario Education Association, and the Metropolitan Supervisors' Association. One recent example of distinguished service was recognized by an O.B.E., conferred on June 2, 1962, to Miss Ivy Baxter for her work in dancing, based at the University of the West Indies in Kingston, Jamaica.

The Staff

A complete list of the staff of the School could include the several hundred members of the Department of Arts and Science who have served in the School throughout its twenty-five years. Consequently the names which appear below are those of full-time staff members in Physical and Health Education.

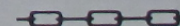
WOMEN'S DIVISION

Benson Building

Miss N. Adams	Sheila Dutrieue (Mrs. J. Romeiko)
Mrs. M. Allen	Miss Mary Foster
Miss I. Baxter	Miss J.M. Forster
Miss W. Baxter	Miss S. Hancock

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Miss M. Berridge	Miss A. Hewett
Miss H. Blaine	Miss R. Hill
Miss J. Carmichael	Miss E. Hunter
Mrs. W. Claney Smith	Miss D.N.R. Jackson
Mrs. S. Coultis	Mrs. M.M. Kirkwood
Miss W. Dahlgren	Miss Y. Kvietys
Mr. L. Deceire	Mrs. C.A. Letheren
Mr. & Mrs. A. Lund	Mrs. I. Saar
Mr. L. Malenfant	Miss E. Shearer
Miss J. Matthews	Miss M. Shedd
Miss M. van der Merwe	Dr. N. Simpson
Mrs. S. Milne	Miss Z. Slack
Mrs. M. Mills	Miss F.A. Somers
Mrs. S. McCatty	Joan Rogers (Mrs. J. Sorokan)
Miss D. Miller	Eleanor Hopkins (Mrs. E. Thompson)
Miss K. Oswald	Mrs. P. Vernon
Miss A.E.M. Parkes	Miss S. Whittaker
Mrs. J. Runstedler	Mr. K. Wood
Lynn Rutherford (Mrs. J.G.O'Reilly)	Miss M. van Zeyl



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MEN'S DIVISION

Hart House

W.F. Clayson	J.G. Nick
A.R.T. Chetwynd	T. Pallandi
J.V. Daniel	H. Phillips
T. Davey	F.J. Sgambati
J. Folwell	W.D. Smith
M.G. Griffiths	L.B. Smith
J.R. Kennedy	E. Staley
B.G. Lowes	J. Steele
W.H. Martin	W.A. Stevens
R.P. Masterson	J.G. Stulac
R. Mitchell	T. Watt
R.C. Murphy	A.D. White
C.A. McCatty	W.W. Winterburn
J.E. McCutcheon	K.A.W. Wipper
J.S. McManus	C. Zwygard

Depending on their year of graduation students will recall the School secretaries who were with the School as follows:

Miss Charlotte H. Layton (and before that year, with the Margaret Eaton School)	1940-50
Miss Margaret Pratt	1950-54
Miss Ann McLennan	1954-55
Miss Joan I. Bright	1955-61
Miss Margaretta M. Cook	1961-65

A CELEBRATION

At the Silver Anniversary Banquet held on October 16, 1965, at the Westbury Hotel, Toronto, the Alumni acknowledged the special contributions of eleven people in the development of the School. The Twenty-fifth Anniversary Award was a mounted and engraved replica of the Olympic Shield of Athletic Sports by the Canadian-born sculptor, physical and health educator, R. Tait McKenzie. A photograph of the medallion appears on page thirty-nine of this publication as part of the Alumni Shield.

Dr. J. Harry Ebbs
Miss Jean M. Forster
Mr. M.G. Griffiths
Miss Dorothy N.R. Jackson
Miss Charlotte H. Layton
Mr. John E. McCutcheon
Mrs. Eva (Peace) McDonald
Miss Zereda Slack
Mr. Lewis B. Smith
Mr. A. Dalton White
Mr. Kirk A.W. Wipper

PROSPECT

Forty years before the University of Toronto School of Physical and Health Education was formed the emphasis was on education of the physical body primarily through physical training. A decade before the degree course came into being, the idea of education through physical activity came into widespread application. This gave rise to the term physical education, emphasizing the social, mental, emotional and even spiritual benefits which could be associated with physical activity under proper leadership. There is now some evidence to support the principle of education for physical activity in which participants are educated towards an understanding of the relation of physical activity to health in its broadest sense while at the same time benefitting from the satisfactions or "joy of effort". To a proper blending of the three objectives, delineated by the three pronouns of, through, and for, the modern school of physical and health education is directed.

Two recent developments have taken place in the University of Toronto course in Physical and Health Education which may give

rise to further changes. On the one hand, the course has been lengthened to allow more intensive study in each of the three subject areas, arts and science, physical education, and health education. The general trend of the University toward improved standards in academic and professional courses dictated this change. In addition an increased number of options has been provided, allowing undergraduates to gain credits in a much more comprehensive array of subjects including languages, mathematics, history and sciences. The effect of the two major alterations in the course is to permit more education, particularly in the theoretical foundations of the profession. This material helps to provide a body of knowledge that is valuable to leaders who are teaching for physical activity; it maintains an effective balance in the course and provides opportunity for students to follow their interests and aptitudes to advantage.

At the same time, alterations are being made in the upper high school programme, especially at the Grade Thirteen level, which will affect the requirements for entrance into the School of Physical and Health Education. Because the course in the School is oriented toward the sciences the members of the Council agreed that a recommendation should be forwarded to the proper authorities urging that prospective students of the School take two sciences. This preparation would help students to gain maximum benefit from the science content in the Physical and Health Education Course. Otherwise, the General admission requirements were to be followed.

One proposal related to future course development is that Physical and Health Education ought to combine with kindred professions in a basic course; students might then specialize in studies appropriate to their particular fields. However, each professional discipline is so diversified and demanding that no single basic course is apt to be acceptable to other kindred vocations such as Nursing, Rehabilitation Medicine, Hygiene, Child Study, Social Group Work, and Physical Education.

In the course at present the humanities provide a thread of continuity, but experience suggests that in the future students ought to undertake more logical combinations of subjects. The selections students are now making suggest lack of appreciation for what constitutes an organized course of study and many students appear to choose options on a random sampling basis. Perhaps the trend in the future will be toward the development of distinctive clearly defined channels including the Humanities, the Physical and Social Science, and the Pure Sciences. From these

the student should be encouraged to build a reasonable plan of study over the four year course available to him. It may be necessary to provide a staff advisory system to ensure sound planning. A logical plan of this kind would be beneficial to outstanding students who might choose to take graduate work, or for graduates in the field who wish to return for further education.

One advantage of the plan briefly outlined is that students would have more latitude in choosing their careers. As it is now school tends to be directed to teaching, a profession which has logically attracted most of the graduates. This bias disregards the needs of the community for leadership in recreation agency work, outdoor education, and public health, kindred vocations which will become particularly significant as the mass leisure movement advances. To provide an education which would serve as a foundation without specifically preparing for any of the vocations suggested ought to be an objective of the School. It is not suggested that the curriculum be a universal preparation, but rather a base from which students could build toward service in the career that they might choose.

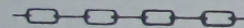
There is a growing demand, particularly from the School's Alumni for a postgraduate programme; this would result in applied research and study on a more comprehensive scale within the School. The new four year course may well be regarded as a first step in this direction. It is difficult to determine exactly what such a programme should emphasize. Although research is always obvious, it may be that, in addition to the usual graduate physical education courses, studies in administration, curriculum planning, guidance, or teacher training ought to be offered in recognition of the special needs which graduates may have in the future.

The University of Toronto with the many departments of the University whose subjects are in allied fields is in a good position to offer graduate work. The recently formed Physical Fitness Unit of the Department of Physiological Hygiene serves as one example of a suitable resource for graduate study. Currently, the most serious impediment to research and graduate work lies in the inadequacy of facilities; it is essential that space and equipment for an appropriate programme be provided.

This applies as well to the School and its undergraduates. In spite of the increasing demand for its graduates enrollment in the School has been curtailed for some years, especially for men students, because of limitations in facilities. Lecture and study rooms, library accommodation, activity areas and research facilities are urgently needed now for the undergraduate programme. Further,

the provision of living quarters on or near the campus would be particularly attractive to the physical education student who is forced to travel far and wide to participate in courses offered by various parts of the University. In receiving instruction from the staff of University College, the Faculty of Medicine, the Hospital for Sick Children or the Departments of Physical Education, the students are either in classes with their faculties and schools or are separated into mens' and womens' groups, which makes it difficult to maintain satisfactory supervision of academic standards or to develop an esprit de corps within the School. The School of Physical and Health Education does need a proper, permanent home.

Twenty-five years have taught many valuable lessons and it is against the backdrop of that experience that the School should navigate into the future. With the exploding population, diminishing space in sprawling urban areas, advancing automation, and other significant influences in our society, major adjustments will be demanded of physical and health education leaders and of their professional training institutions. Staff and alumni of the University of Toronto School of Physical and Health Education ought to prepare to give leadership in meeting the challenges that changing conditions will produce. As the profession grows, its function must also grow, and changes must take place for the fulfillment of the profession.



The Shield, pictured above, was presented in the twenty-fifth anniversary year, to be awarded annually for outstanding achievement to students in the School. This award has been established in honour of Warren A. Stevens, in recognition of his foresight in recommending courses on a University level leading to a Physical Education degree.



Dr. J. Harry Ebbs



Charlotte Layton



Zerada Slack



Jean M. Forster



Dorothy N.R. Jackson

Eva McVean McDonald





John E. McCutcheon

M. Glynn Griffiths

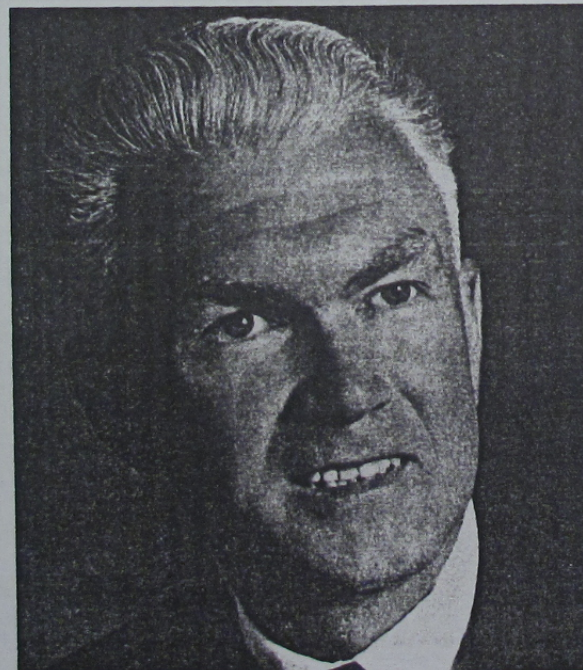


A. Dalt White

Kirk A.W. Wipper



Lewis B. Smith





Warren A. Stevens



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